

Documents on Diplomacy: Lessons

Mandate from Civilization The Hay/Bunau-Varilla Treaty

Standard: V. Individuals, Groups, and Institutions
VI. Power, Authority, and Governance
IX. Global Connections
X. Civic Ideals and Practices

Grade Level: 9-12

Objectives: The student will:

- Analyze the articles of the Hay—Bunau—Varilla Treaty
- Relate the terms of the treaty to the countries involved
- Study efforts of individuals responsible for the creation of Panama Canal
- Interpret history through a choral reading

Time: 1 class period

Materials: Documents: **1903 Hay/Bunau-Varilla Treaty**

Resources:

- *Biography of John Hay*
<http://www.loc.gov/rr/hispanic/1898/hay.html>
- *Biography of Theodore Roosevelt*
<http://www.theodoreroosevelt.org/life/biotr.htm>
- *Biography of Philippe Bunau-Varilla*
http://www.encyclopedia.com/topic/Philippe_Jean_Bunau-Varilla.aspx
- *Readings on the Panama Canal*
<http://www.smplanet.com/imperialism/joining.html>
<http://www.pbs.org/wgbh/amex/tr/panama.html>

Exercises: *Lyrics: "We Made the Canal"*

Procedures:

1. Provide background information about the Panama Canal using the textbook or a selected reading. Discuss the steps leading to the Hay/Bunau-Varilla Treaty.
2. Divide class into three groups, assigning the roles of John Hay, Theodore Roosevelt, and Philippe Bunau-Varilla to each third.
3. Provide each group with a biography of its character. Students should work independently at this point. Read the biographies.
4. Distribute copies of the document, the *Hay/Bunau-Varilla Treaty*.

5. Have students move into their three groups based on earlier assignments. Note: If class is too large for three groups to discuss properly, create smaller groups and combine them later by roles to share their ideas.

6. Provide group members with the exercise, *Lyrics: "We Made the Canal."*

7. Instruct students that they are to use information gathered from their readings and the treaty to create lyrics for a "choral reading" with the title, "We Made the Canal..."

- a.** The chart provides statements that can be converted to lyrics.
- b.** Students should include additional information as well.
- c.** The John Hay group is responsible for at least 3 stanzas.
- d.** The Philippe Bunau-Varilla group is responsible for at least 3 stanzas.
- e.** The Theodore Roosevelt group is responsible for the refrain(s) that will be read/repeated after each stanza.

(Note: The stanzas and refrains should be informative, not professionally crafted masterpieces! The idea is for students to process the information they have learned.)

8. Allow approximately 15-20 minutes for groups to create the lyrics.

9. All groups should then stand with John Hay reading a stanza, then Philippe Bunau-Varilla and finally Theodore Roosevelt with the refrain. Follow this order until all stanzas and the last refrain are "read."

10. If an additional class period is needed to complete the "choral reading," have students select music to play in the background as they read.

11. Have students summarize the story of the Canal from inception through the Hay—Bunau—Varilla Treaty. Did the United States have a "mandate from civilization" to acquire, build, and use the Panama Canal? ■